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ABSTRACT

Transition practices that are used when students move from early childhood special education classes into kindergarten were studied. The study was designed to identify important practices that should be incorporated into the transition process and barriers that interfere with implementation of transition. Early childhood special education teachers, kindergarten teachers, and supervisors in suburban districts of a large metropolitan area of Minnesota were surveyed by questionnaire in an effort to obtain a comprehensive perspective. Results indicated that while some teachers and administrators can identify important transition practices, many factors interfere with implementation. According to the findings, most programs do not have a comprehensive transition plan that is being implemented. A 26-item reference list is included. (RH)

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Transition into Kindergarten: Children With Special Needs

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Abstract

This was an exploratory study of transition practices utilized when students move from early childhood special education classes into kindergarten. The intent was to examine the current transition practices and identify important practices that should be incorporated into the transition process. It is also sought to identify barriers that interfere with implementation. Early childhood special education teachers, kindergarten teachers, and supervisors were surveyed to obtain a comprehensive perspective. This study was conducted in suburban districts of a large metropolitan area in Minnesota. A questionnaire method was used to gather the data. Overall, results of this study indicate that while some teachers and administrators can identify transition practices that are important, many factors interfere with implementation. According to this study, most programs do not have a comprehensive transition plan that is being implemented.

Transition into Kindergarten: Children with Special Needs

Introduction

The term transition generally means the process of physically moving students from one program into another by implementing a variety of activities and procedures. In order for this movement to be effective, Fowler (1982) has emphasized that it must occur with a purpose, utilizing a set of practices that will increase the probability of student success in the new environment.

Transitions between programs generally mean a shift in teachers, changes in program format (e.g. center-based versus home-based), philosophy, curricula, location, agency, parent services and involvement (Fowler, 1988). For some children transitions may occur so smoothly they are almost unnoticed. For many, and this would generally include preschool children who are handicapped, moving from secure and familiar surroundings into a new classroom environment becomes an obstacle to overcome (Blair-Thomas, Wilson, & Guida, 1986). When Hutinger (1981) convened a panel of early childhood experts, they agreed that a carefully planned transition is critical for children to maintain any gains previously acquired. However, the members of the panel quickly pointed out that in actual

practice appropriate transitions seldom occur for a variety of reasons.

The problems that currently exist are (a) lack of knowledge by teachers and administrators regarding what constitutes an appropriate transition process for young children with disabilities as they move from early childhood special education (ECSE) programs into kindergarten, and (b) a variety of barriers appear to impede implementation of practices once they have been identified as important. While this study looked primarily at the transition from early childhood special education into mainstream kindergarten, there are a number of other transitions that occur throughout the early childhood years (i.e. nursery school to kindergarten, Headstart to kindergarten, early childhood special education to nursery school). All transitions are important and should have a process that insures implementation of appropriate practices in order to successfully move young children to the next environment.

Differences in Environment and Programs

It is clearly recognized that the environment, program, and teacher expectations in early childhood special education classrooms differ from those in mainstream kindergarten (Goldsmith, 1987; Sainto & Lyon, 1989; Vincent, Salisbury, Walter, Brown, Gruenewald, & Powers, 1980; Walter & Vincent, 1982). In order to plan appropriate transition practices, both

environments must be observed and analyzed to identify these differences. Next comes careful planning and preparation of the children for these differences which will increase their chances for successful adjustment (Fowler, 1982). While sending teachers (ECSE) have the responsibility to prepare children for transition and the next environment, receiving teachers (kindergarten) are responsible for adapting strategies, curricula, and expectations for incoming students in order to create a receiving environment sensitive to a variety of student needs and which promotes a successful experiences for all students.

Survival Skills in Kindergarten

A set of behaviors and skills has been identified as survival or critical skills because it is felt that children must display many of these skills in order to "survive" or function successfully in the kindergarten environment (Hops & Cobb, 1973; Vincent et al., 1980). Lange (1979) identified survival skills as those functional skills that are needed in order to take care of oneself and one's belongings, interact with others, and follow directions in a classroom. The repertoire of survival skills that a child brings into kindergarten is determined by that child's previous experiences (Cobb, 1972; Fowler, 1982). It would seem that children who attend any type of early childhood program should have the opportunity to acquire these skills. Developmentally, some children with disabilities may be unable to master many of

the survival skills prior to kindergarten, however, they need to have the opportunity to work toward acquiring as many of these skills as possible and then continue working toward mastery while attending kindergarten and subsequent grades.

A delayed entry into kindergarten is not recommended for these children. Rather, being integrated into a developmentally appropriate kindergarten is needed to foster growth in all areas of development. Appropriate support services (i.e. occupational therapy, physical therapy, speech and language therapy) are also needed in order to adequately consult with the kindergarten teacher, work with the child as needed and meet the overall needs of students (Bredekamp, 1986; NAECS/SDE, 1987).

There are several listings of survival skills in the literature which have been generated by kindergarten and early childhood teachers. While each survival skill listing may be somewhat different, the skills generally come from the two domains of self-help and social/emotional. Rosenkoetter (1990) has outlined 25 survival skills within five major ares: (a) working independently, (b) following directions, (c) responding to routines, (d) conducting self according to classroom rules, and (e) interacting with peers. It appears that programs which concentrate exclusively on ameliorating developmental deficits will not adequately prepare a child with the necessary survival skills which increase the probability of placement (and success)

in a less restrictive environment (McCormick & Kawate, 1982). It is important that survival skills be incorporated into the on-going curriculum of the sending environment and should be included in the individual education plans for the early childhood special education students.

Transition Planning and Implementation

Recognizing that the environments and programs are very different when comparing early childhood special education and kindergarten, it seems apparent that sound preparation for moving children into kindergarten is necessary if children are going to have the best opportunity for a good adjustment and a successful experience.

Maddox and Edgar (1985) have stressed the importance of having a strong sending agency as well as a strong receiving agency. Will (1984) used the analogy of a bridge to describe the transition process and emphasized the need for a strong foundation beneath both the sending and receiving spans of the bridge, and in this case the transition, or the bridge will be weakened. In a successful transition, the receivers (kindergarten teachers) are as important to the process as are the senders (ECSE teachers).

For this study, the transition practices identified in the literature were organized into three sections according to staff responsibility: (a) sending teacher (early childhood special

education), (b) receiving teacher (kindergarten), and (c) administrators (early childhood special education coordinators and principals.). While working with parents is recognized as extremely important, there is not a section of parent practices as parents should be included throughout the entire transition process and it is the responsibility of all the professionals to insure that parents are included properly. The responsibilities for the professionals involved in the transition process are delineated in Table 1. Incorporating all of these practices into a transition plan would provide a comprehensive transition process. According to this study, many programs incorporate a limited number of transition practices. Most programs need to develop a systematic plan to incorporate additional practices and work toward a comprehensive transition process.

Insert Table 1 about here

Factors Interfering with Implementation

A variety of factors have been identified throughout the literature as interfering with the implementation and/or quality of the transition process. They include the following needs: (a) to have a formalized plan; (b) to involve parents systematically throughout the transition process; (c) to have adequate staff time to engage in transition strategies; (d) to have on-going

communication between senders, receivers, and parents; (e) to have transition as a priority; (f) to have staff adequately trained; (g) to have a commitment from teachers and administrators; (h) to have adequate training of students for the next environment; and (i) to have an evaluation process. A quality transition process could be designed and implemented for moving children from early childhood special education programs into kindergarten if these interfering factors were minimized and/or eliminated and the appropriate transition practices implemented by the sending and receiving staff, parents, and administrators.

Method

Subjects

The target populations were early childhood special education teachers, kindergarten teachers, and their supervisors who generally were early childhood special education coordinators and building principals. Districts were randomly selected and needed to meet the following criteria to be eligible to participate in the study:

1. The district must have its own early childhood special education program.
2. The district must have one or more early childhood special education teachers who have participated in

a transition into mainstream kindergarten within the past two years.

Twenty-two districts participated in the study with a sample of 120 teachers and administrators.

Instrumentation

A questionnaire was developed incorporating transition practices identified in the literature (Refer to Table 1). A panel of five experts in early childhood with considerable experience with transition reviewed the proposed questionnaire by rating each transition practice according to its importance (Extremely Important; Very Important; Somewhat Important; Not Important) and adding practices that were not represented. Based on the results of the ratings by the experts, a questionnaire of 54 items was developed.

The questionnaire began with demographics followed by the transition practices organized into three sections: Sending Teacher Practices, Receiving Teacher Practices, and Administrative Practices. The four groups of respondents were asked to respond to all three sections of practices by indicating their current practice of implementation using a four-choice Likert scale (Always; Almost Always; More Than Half The Time; Less Than Half the Time) or a Don't Know response. The questionnaire was designed so the four groups of respondents then rated the same practices according to their importance for

implementation again utilizing a four point Likert Scale (Extremely Important, Very Important, Somewhat Important, Not Important). The final section listed 11 factors identified in the literature as interfering factors. All four groups of respondents were to check those factors that interfered with implementation of transition practices in their programs. Open-ended items were also provided at the end of each section of the questionnaire.

Procedure

A pilot study was conducted with representatives of the target population. Upon completion of the pilot study, questionnaires, cover letters, and return envelopes were sent to 120 participants. Follow-up postcards were sent one and two weeks after the initial mailing. Three-and-a-half weeks after the initial mailing, a second questionnaire was sent. Five weeks following the initial mailing, a fourth follow-up was conducted via a telephone call.

Results

Returns for this study were 105, yielding an overall return rate of 87.5%. However, of the 105 questionnaires returned, eight were determined to be invalid and eliminated from this study, yielding an adjusted total of 97 and a usable return rate of 80.8%. Table 2 provides the response rate for each group of respondents.

Insert Table 2 about here

Prevalence of Transition Practices

Current transition practices were organized into three groups according to the individuals responsible for implementation: sending teachers, receiving teachers, and administrators. Within each of these groups current practices were ranked by degree of existence based on the total sample. A one-way analysis of variance was conducted to determine the significance of differences among groups. Differences were considered to be statistically significant at the $p < .05$ level. In most cases, when a significant difference was indicated, supervisors had ranked practices as occurring more frequently than teachers, except for the practice regarding evaluation. The findings indicated that 26% of the 46 transition practices were being implemented Always or Almost Always. The three practices identified as being the most prevalent as implemented by sending teachers were:

1. Incorporates into IEP, when appropriate for a students, academic skills that are viewed as necessary for kindergarten succeed (78%).

2. Incorporates into IEP, when appropriate for a student, social skills that are viewed as necessary for kindergarten success (74%).
3. Communicates with the parent/s regarding transition to kindergarten prior to placement (72%).

The three practices identified as being the most prevalent as implemented by receiving teachers were:

1. Familiarizes self with support services that are available (55%).
2. Establishes on-going communication with parents during kindergarten (46%).
3. Familiarizes self regarding the handicapping conditions an the educational implications for the student/s to be received (45%).

The three practices identified as being the most prevalent as implemented by the administrators were:

1. Sends student/s files to kindergarten teacher prior to student/s arrival (66%).
2. Designates support staff prior to placement of student in kindergarten (64%).
3. Assigns administrators or staff member to coordinate the transition process (45%).

Discrepancies Between Practices Most Often Implemented and Those Identified as Most Important

Nine transition practices were ranked by the total sample as being Extremely Important (1) to Very Important (2) with a range of grand mean scores from 1.67 to 2.37. Yet, these practices were occurring Less Than Half the Time (3), or Never, Almost Never (4) with grand mean scores ranging from 3.05 to 3.48. The findings indicated these nine practices were not being implemented at a high rate even though the teachers and administrators indicated the practices had a high degree of importance, which was in agreement with the panel of experts (range of mean scores 1.20 to 1.80). A comparison of these nine practices is displayed in Table 3.

Insert Table 3 about here

Discrepancies Between the Practices Identified as Important by ECSE Teachers, Kindergarten Teachers, ECSE Coordinators, and Principals

In the analysis of the transition practices designed for sending teachers the F probability was significant as the $p < .01$ level for one practice. The mean for kindergarten teachers was 2.39 (Very Important (2) towards Somewhat Important (3) while the other three groups rated it 1.75, 1.70, and 1.68.

Kindergarten teachers have indicated this practice to have less importance than the other three groups and which the experts rated at 1.20 which is toward Extremely Important (1).

Three practices designated for receiving teachers were found to have a significant difference: (a) visits the ECSE classroom and makes observations prior to placement of student/s ($p < .02$), (b) establishes on-going communication with the sending teacher ($p < .03$), and (c) meets with parent/s of the student/s to be received from ECSE prior to placement ($p < .01$). A pattern of responses to these three practices has emerged. The kindergarten teachers and principals rated all three practices as having less importance than ECSE teachers and their coordinators whose responses were similar to the experts. It should be noted that, even though a significant difference has been identified, all four groups rated the practices as having some degree of importance.

One practice designed for administrators showed a significant difference at the .03 level: provides inservice training for kindergarten staff during the year the ECSE student/s attend kindergarten. Kindergarten teachers and principals rated this practice as Very Important (2) with means of 2.03 and 2.00 while the ECSE teachers and coordinators rated it toward Extremely Important (1) with mean scores of 1.66 and 1.41. The mean score for the experts was 1.20.

Factors Interfering with Implementation

Factors that interfered with implementation have been identified and reported in a hierarchical arrangement based on frequency of response by the total sample. The results are displayed in Table 4. The respondents were asked to identify any number of factors which interfered with the implementation of a program's transition plan. Fifty-eight percent of the respondents reported the number one variable interfering with implementation was lack of staff time to engage in appropriate transition practices. Identified as the second most interfering was absence of a process to evaluate the transition practices that are utilized (47%). Responses of the four groups were not found to be significantly different regarding any of the factors identified, however, a pattern of responses emerged. It appears that the ECSE teachers were perceived as being better prepared to work with children with handicaps and to facilitate transition practices than were the kindergarten teachers. This finding might be expected as the competencies for licensure in Minnesota for early childhood special education teachers include these skill areas (Minnesota Board of Teaching, 1985). For kindergarten teachers, lacking skills in these areas may reflect current preservice training for kindergarten licensure and the lack of appropriate inservice training.

Insert Table 4 about here

Discussion

All of the transition practices incorporated into the questionnaire for this study were identified by the panel of experts as being Extremely or Very Important. Yet, in the districts surveyed, many of these practices occurred Less Than Half the Time or Never.

Of the 24 practices identified for sending teachers, 13 were identified by 50% or more of the respondents as being practiced Always, Almost Always or More Than Half The Time. Of the 10 practices identified for receiving teachers, five were identified by 50% or more of the respondents as being practiced Always, Almost Always, or More Than Half The Time. Regarding the 12 administrative practices, three were identified by 50% of the respondents as being practiced Always, Almost Always, or More Than Half The Time. These findings indicate that 54%, or 24 of the 46 practices identified in the literature and by the expert panel as important, were being implemented Less Than Half The Time.

The analysis of the Don't' Know responses indicate that the respondents were not always familiar with the transition practices implemented in their districts. This finding points

out that even though the transition process should involve the sending and receiving faculty, Don't Know responses were frequently given (up to 43%) regarding practices identified as being implemented by other staff. Whether one is the sending teacher, the receiving teacher, or the administrator, it is important to understand which practices are part of the transition process (Fowler, 1982). The highest number of Don't Know responses were in the section of current practices implemented by the sending teacher. This response pattern may have occurred because only 13% of the receiving teachers visit the ECSE classrooms and make observations More Than Half The Time. This response pattern appears to be a clear indication of a lack of communication between early childhood special education and kindergarten teachers.

Principals as Supervisors

An unexpected outcome of this study was the unusually high percentage (27.6%) of questionnaires returned by principals that were deemed invalid because the principals indicated they "didn't know the answers." It appears that five principals were unaware or unsure of the transition practices implemented in their districts when moving young children from early childhood special education into kindergarten. The principals were also unable to identify which transition practices are important for an effective transition process. While they

were a small sample and may not be representative of principals supervising early childhood programs, it raises the question: Can a principal (or any other person placed in a supervisory role) effectively supervise ECSE and kindergarten teachers, the services they provide, and the processes utilized without some training to develop an awareness of best practices in early childhood which would include the transition process between programs?

Recommendations Relative to the Transition Process

The results of this study have generated recommendations to develop and improve the transition process: (a) increase the knowledge of teaches and administrators regarding what is an appropriate transition process and how it is best implemented and evaluated; (b) through this increase in knowledge, influence teachers and administrators perceptions of the importance of an appropriate transition process, and how its implementation can increase the probability of success for students; (c) teachers and administrators should develop a transition plan which outlines the transition practices, provides an understanding of why these practices are important, assigns professionals to be responsible for each of the practices, and develops a timeline for implementation. This method of development will help to ensure a team effort with ownership by each individual on the

team, and (d) decrease the factors that have been identified as interfering with the implementation of transition practices.

To achieve these recommendations, the following may be considered:

Preservice training--a change in preservice training for teachers and administrators needs to be considered in order to better prepare personnel by providing them with the knowledge of what constitutes an effective transition process and an opportunity to develop the skills necessary to implement and/or supervise the process.

Inservice training--when teachers and administrators are employed by school districts, inservice training becomes a critically important practice for staff development. Too often administrators are assigned to supervise a program of which they have little knowledge or training (Lazzari & Bruder, 1988). Students with special needs are often placed with teachers who have very little or no knowledge regarding handicapping conditions and the implications for education. The literature clearly indicates that inservice training can make a difference in teacher attitude, knowledge, and skill (Jamieson, 1984; Jones, Jamieson, Moulin, & Towner, 1981; Stephens & Braun, 1980).

In this study, 85% of the respondents indicated that inservice training for kindergarten staff prior to placement of ECSE students was Extremely Important or Very Important, yet

only 15.5% of the respondents reported this to be a current practice. Seventy-seven percent of the respondents indicated that inservice training for kindergarten staff during the year that ECSE students attend kindergarten was Extremely Important or Very Important, and again, only 15.5% of the respondents reported this was currently happening.

The mainstreaming literature indicates the most important variable in mainstreaming success is the teacher (Stainback, Stainback, Courtnage, & Jaben, 1985; Wynne, Uelfeder & Dakot, 1975). Stainback et al. (1985) found that regular educators can successfully adapt instructional strategies to meet the needs of all students if they receive proper training and resources. Yet, according to this study, limited preparation and inservice training were being provided.

Bricker and Sandall (1979) reported the reasons mainstream teaches were reluctant to take students with handicaps were three-fold: (a) teaches lack competence, (b) teachers lack confidence; and (c) teachers' level of commitment. All of these reasons could be positively influenced by appropriate inservice training. Therefore, part of the overall transition process must be to prepare supervisors and teaching personnel (and paraprofessionals) prior to receiving students with handicaps, as well as continued inservice training as appropriate.

Administrative commitment of staff and time--teachers as well as administrators need to be trained regarding the knowledge of transition practices within their program's existing time frame with an understanding that transition does not merely occur in May. Many transition practices occur throughout the year in the sending and receiving classrooms. Many of these transition practices require no extra time or personnel but a difference in the way teachers organize their time and view student needs. During the preparation for transition and the actual move, there are additional transition practices which do require considerable staff time in organization and facilitation. Assigning the responsibility to coordinate the transition process and providing time so it can be done effectively is needed. Commitment to time also refers to providing released time for teachers to do exchange visitations, observations, and teaming (meetings, communication).

Implications for Early Childhood Programs

All early childhood programs (i.e. nursery, Head Start, ECSE, kindergarten) should have a transition process for receiving students from other programs as well as a process for sending students to the next environment. As Will (1984) has indicated, while some of the transition practices may be somewhat different among programs because of students' ages, whether or not students are disabled, types of disability, and

uniqueness of programs much of the transition process is the same regardless of when the move occurs along the continuum of education. Early childhood programs could adopt a transition model that has been developed by another program with a similar philosophy, or develop their own process by adapting from a comprehensive model such as the SRA Transition Model that was developed from this research and incorporates the practices outlined in Table 1 (Blaska, 1989).

There are many factors that contribute to a successful transition. Administrators, teachers, and parents must set transition as a priority and then work cooperatively to plan a comprehensive process, to implement the practices effectively, and to employ on-going evaluation of the process to insure quality.

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Table 1

Transition Practices

Sending Teacher Practices

Visits the kindergarten classroom and conducts a structured observation prior to placement of student.

Identifies the differences between the ECSE and kindergarten environment program and determines the skills required of the next environment.

Meets with the kindergarten teacher to plan the transition practices to be utilized prior to placement of student.

Communicates (visits, notes, phone calls, etc.) with kindergarten teacher during academic year prior to placement of student.

Communicates with kindergarten teacher during the first month of kindergarten.

Communicates with kindergarten teacher as follow-up after student has been attending kindergarten more than a month.

Arranges for ECSE student/s to visit kindergarten environment.

Arranges for parent/s to visit kindergarten environment.

Reduces reinforcement systematically as the year progresses to closer approximate what is experienced in kindergarten.

Reduces teacher instruction, prompts, and cues as year progresses to closer approximate what is experienced in kindergarten.

Introduces more group work as year progresses.

Increases student/s' responsibility for self and belongings.

Slowly changes methods of in-class transitions to be similar to those used in kindergarten.

Introduces classroom rules as year progresses to approximate those utilized in kindergarten (example: raise hand to speak, stand in line, etc.).

Utilizes specific strategies to promote generalization of skills and behaviors (example: after skills are learned teacher plans for change in environment, cues, directions, etc.).

Incorporates into IEP, when appropriate for student, goals and objectives for behavioral skills that are viewed as necessary for kindergarten success (example: follow directions, responsibility for own belongings, ask for help, etc.).

Table 1 (Continued)

Incorporates into IEP, when appropriate for student, self-help skills that are viewed as necessary for kindergarten success (example: wash hands, zip jacket, etc.).

Incorporates into IEP, when appropriate for student,academic skills that are viewed as necessary for kindergarten success (example: counting, counting objects, identifying own names, etc.).

Incorporates into IEP, when appropriate for student, social skills that are viewed as necessary for kindergarten success (example: sharing, playing with peers, etc.).

Gradually changes the environment and teaching methods throughout the year so by spring it becomes similar to the receiving environment.

Communicates with the parent/s regarding transition to kindergarten prior to placement.

Provides opportunities for parents to have informal contacts and communication with ECSE staff.

Places student/s in an integrated setting prior to kindergarten.

Encourages child and parents to regard positively the new school, its personnel, as well as the child's opportunities for success.

Receiving Teacher Practices

Visits the ECSE classroom and makes observation prior to placement of student/s.

Establishes on-going communication with the sending teacher.

Meets the student/s from ECSE prior to placement in kindergarten.

Meets with parent/s of the student/s to be received from ECSE prior to placement.

Establishes on-going communication with parents during kindergarten placement.

Provides opportunities for parents to have informal contacts and communication with staff.

Attends IEP conference prior to placement of student/s.

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Table 1 (Continued)

Makes accommodations in the kindergarten environment to facilitate the student/s adjustment (example: uses familiar reinforcers, uses some familiar materials and activities, etc.).

Familiarizes self regarding the handicapping condition/s and the education implications for the student/s to be received.

Familiarizes self with support services that are available.

Administrative Practices

Assigns administrator of staff member to coordinate the transition process.

Provides meetings for parents to discuss the process of transition.

Designates support staff prior to placement of student in kindergarten (O.T., P.T., Speech/Language, etc.).

Prioritizes the process of transition as an important components of the ECSE and kindergarten programs.

Sends student/s files to kindergarten teacher prior to ~~student/s~~ arrival.

Provides parents and staff some options as to which kindergarten the child will attend.

Establishes an individualized transition plan for each student, or ~~clearly~~ identifies transition objectives on the IEP.

Provides for consistent and adequate follow-up (to provide exchange of information, solve problems, and provide support).

Develops and implements an evaluation procedure which measures the effectiveness of the transition plan and practices generally utilized.

Provides inservice training for kindergarten staff prior to placement of ECSE student/s.

Provides inservice training for kindergarten staff during the year the ECSE student/s attends kindergarten.

Provides sufficient team planning time.

Table 2

Survey of Transition Practices for Young Children with Special Needs

Respondents	Sent	Received N	Received %	Invalid	Received N	Received %
ECSE Teachers	35	33	91.2	0	33	91.2
ECSE Coordinators	21	17	87.9	0	17	87.9
Kindergarten Teachers	35	28	80.0	0	28	80.0
Principals	29	27	97.1	8	19	65.5
Total	120	105	87.5	8	97	80.8

Table 3

Discrepancy Between Practices Ranked as Important and Those Implemented

	Current Practices					Importance					
	ECSE-T Mean	ECSE SUP Mean	K-T Mean	K SUP Mean	Grand Mean	ECSE-T Mean	ECSE SUP Mean	K-T Mean	K SUP Mean	Experts Mean	Grand Mean
Sending Teachers											
Visits the kindergarten classroom and conducts a structured observation prior to placement of student.	3 57	2 52	3 25	3 16	3 22	1 87	1 76	2 21	2 26	1 20	1 99
Communicates with kindergarten teacher during academic year prior to placement of student.	3 54	2 35	3 00	3 38	3 14	1 75	1 88	2 17	2 57	1 80	2 37
Arranges for ECSE student/s to visit kindergarten environment.	2 69	3 12	3 46	3 16	3 08	1 84	2 17	2 32	1 78	1 60	2 00
Receiving Teachers											
Visits the ECSE classroom and makes observations prior to placement of student/s.	3 66	2 87	3 48	3 68	3 48	1 81	1 76	2 25	2 47	1 60	2 03
Meets the student/s from ECSE prior to placement in kindergarten.	2 96	3 00	3 32	3 11	3 10	1 75	2 00	2 00	2 10	1 20	1 90
Meets the parent/s of the student/s to be received from ECSE prior to placement.	3 09	2 23	3 53	3 00	3 05	1 72	1 29	2 07	2 00	1 00	1 76
Administrators											
Develops and implements an evaluation procedure which measures the effectiveness of the transition plan and practices generally utilized.	3 58	3 47	2 66	2 75	3 17	1 78	1 88	1 92	2 00	1 40	1 86
Provides inservice training for kindergarten staff prior to placement of ECSE student/s.	3 46	3 11	3 64	3 00	3 36	1 60	1 41	1 82	1 94	1 20	1 67
Provides inservice training for kindergarten staff during the year the ECSE student/s attends kindergarten.	3 43	3 12	3 53	3 31	3 38	1 66	1 41	2 03	2 00	1 20	1 76

Current Practice: Always, Almost Always - 1, More Than Half the Time - 2, Less Than Half the Time - 3, Never, Almost Never - 4
Importance: Extremely Important - 1, Very Important - 2, Somewhat Important - 3, Not Important -4